
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Educational Technology Report
Tuesday, April 20, 2010
(Last Approved: Tuesday, September 11, 2007)

Entity: California Area SD
Address: 40 Trojan Way Suite 300
Coal Center, PA 15423

Mission

California Area School District is a learning community dedicated to providing the environment and resources for the development of student responsibility, civility, achievement, and success.

Vision

California Area School District's vision:

- A K-12 perspective will be emphasized in the curriculum.
- Instructional expectations will be influenced by the K-12 perspective.
- High expectations will be shared by staff, students, and community.
- To create a Community of Life Long Learners.

Shared Values

California Area School District in partnership with the staff, students, administration, school board members, parents, guardians, and citizens believe:

Education provides the foundation for success.

Everyone learns at different rates and in different ways.

Education is a team effort.

Academic educational programs must be emphasized for all students.

A safe, caring, and supportive environment will enhance social maturity and personal responsibility.

A positive school climate contributes to the development of pride in the school by students, staff, and community.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

The technology planning process has been set in motion. Several sessions for planning and implementation of technology within the district have been conducted. Surveys related to technology needs and assessment have been distributed. These surveys continue to assist in the planning of future staff development activities.

Recent advances in both hardware and software technologies have produced a variety of possibilities for the integration of technology into the curriculum. Effective use of technology in every classroom must support integrated teaching and learning by utilizing the technological tools available to access, analyze, synthesize, and present information. California Area School District supports and is committed to the application and integration of technology into the curriculum at every grade level by incorporating computer-based learning into the classroom, homework, and research activities. We understand the role technology plays in the lives of the students. In keeping with the content and philosophies of the Pennsylvania Academic Standards and the ABCs of Public Education, technology nurtures and empowers all learners to access knowledge. Technology aids in the development of students and teachers to become life-long learners, self-directed learners, complex thinkers, quality producers, collaborative workers, and community contributors. Technology can be used as an equalizer to accommodate a wide range of learning styles and ability levels in order to meet the needs of all students as mandated through NCLB.

Technology is amazingly powerful in this role, but the mere presence of technology will not accomplish educational goals. The technology must become as essential and unobtrusive to the delivery of curriculum as textbooks. It must become so ingrained that it requires no more thought to employ than does a pencil and notebook.

As we consider the future and how active learning, learning communities, and technology converge to create new school environments, we must also consider a variety of approaches to learning. Information technology is an essential element in putting these new models of schools and learning into practice. Technology utilization must be transparent to the user and integrated as a tool into the expansive range of learning activities. In California Area School District technology is located in the classrooms, in computer labs and throughout the schools where students and teachers have immediate access when it is needed. With appropriate electronic devices California Area will provide active learning experiences that stress teamwork, involve complex thinking skills, focus on solving real-world problems, increase interaction with people from other parts of the world, and approach learning in an interdisciplinary manner.

In the California Area School District technology will be pervasive in all areas of instruction so that it will mirror the world the students will enter as adults. For the instructional program of the schools system to meet the needs of each individual student, we must address not only academic standards set forth by PDE but also the evolving National Education Technology Skills (NETS) for all curriculum areas. All teachers and administrators are trained and will continue to be trained to utilize the latest technology tools and software. Through constant evaluation of student progress, educators will utilize and infuse this technology into all aspects of learning in order to increase student involvement and knowledge. Technology utilization should encompass remediation, everyday learning, advanced applications, enrichment, research, productivity, and presentation.

The following barriers have been addressed in the last three years.

- The networking system has not been reliable and functioning consistently. Planning for the use of technology infused in a lesson and having the network down puts a strain on the staff. It interrupts the quality of learning for the students and causes a disruption in the classroom. PRESENTLY: a renewed commitment to technology and recently completed infrastructure upgrade has completely eliminated ongoing issues with network reliability. Current network uptime has been near 100% with minimal outages.
- Limited resources hinder the district's previous technology plan. Several grants were secured which enabled the district to purchase and maintain most of the technology in place today. With technology changing daily, it is essential that these funds be made available. Most of the funds now come from the district's general fund in order to upgrade and maintain hardware, software, and provide training. California Area School District along with IU1 and community partners will continue to be competitive in securing needed funds to maintain, upgrade, train and educate our district personnel. The Professional Development will provide a variety of opportunities that address the basic educator competencies as well as the integration of technology into all curriculum areas. This training will enable the educator to provide the students with skills that will enable them to become productive, responsible, and contributing citizens in tomorrow's global society. PRESENTLY: A technology budget has been created and is used to keep technology current within the district. Due to the CFF funding and the CFF Coach IT now has a professional certified teacher to support and assist with the Professional Development needs of the staff and upgrading the technological skills of our students. the CFF Coach works in conjunction with our Technology Director.
- Time is very limited for staff development and training that will enable administrators, teachers, clerical staff and other personnel to develop and implement basic and intermediate technology skills. These skills will provide a variety of opportunities that address the basic educator competencies as well as the integration of technology into all curriculum areas.

- The current contract does not allow the school district to manage the technology. PRESENTLY: We hired a Technology Director so that the district could manage all hardware and software related technology.
- The ownership of the technology management no longer belongs to California Area School district. PRESENTLY: The district works with a consulting company for assistance with tier 3 support and advanced network support. They hold the leases and ownership of any and all hardware and software. All technology decisions go through the technology director with approval from the superintendent.

Goals and Strategies

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Community Involvement

Description: Financial Aid Night; Community Service Projects; Online Professional Communities

Activity: Orientation

Description: Grades K, sixth and ninth are transition years and we have parents and students in for an orientation and classroom visit

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Power School

Description: Power School is used as our student management system. Teachers input grades, lesson plans and assignments that parents can see.

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	\$40,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Engaging Student Learning

Description: Four year graduation plan; Student Support Services; Ninth grade orientation; Differentiated instruction; Peer and after school tutoring; Inclusion for our special needs students.

Activity: Differentiated Instruction

Description: Data fro DIBELS and 4Sight Assessments will be use to differentiate instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement a High Performance System

Description: Power School enables parents and students to see current grades and class attendance. Parents and teachers can also communicate with Power School. Dual enrollment; Data driven decision making; Technology integration; Flexible scheduling; Professional development; Technology Coordinator to help with integration; Wireless campus; Board and administrative support; Supplemental intervention; Team planning; Open House.

Activity: Upgrade infrastructure

Description: District has planned to upgrade the servers, wiring and switches throughout the district. The California Area SD currently has its desktops (all staff, teacher, student) on a 3 year refresh cycle. The districts servers and networking equipment are evaluated every 4 years and purchases are made as necessary. We currently leased to own 120 HP dc5800's for use by students and staff. We have completed 2 years of payments on these and next summer will be our third. Networking equipment and servers are due to be evaluated and refreshed this summer '10 and summer '11

Person Responsible Timeline for Implementation Resources

None Selected	Start: 6/1/2010	\$693,913.00
	Finish: Ongoing	

Status: Not Started — Upcoming

Goal: Increase Network Bandwidth and Internet Connectivity

Description: Provide the infrastructure for the optimal use of technology for collaboration and integration.

Strategy: CASD Infrastructure and KITS Regional Area Network

Description: The KITS Regional Area Network will be installed at the beginning of 2008/2009. This will provide the infrastructure for distance learning and greater opportunity to wided the students' world awareness.

Activity: Cabling Infrastructure

Description: This is part of our network infrastructure, currently PC's and switches are connected via CAT5 cable, this is evaluated along with servers and switches every 4 years and usually comes from the technology budget

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007 Finish: Ongoing	\$400,000.00
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Status: Not Started — Overdue

Activity: KITS

Description: IU 1 will increase our bandwidth and internet connections.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Network Equipment

Description: The district currently has wiring closets placed through out all buildings. The current network design is a star configuration. Switches, a wireless controller, and a firewall are all maintained through the tech budget and are evaluated every 4 years. Currently lease is on payment 3 of \$45,000

Person Responsible Timeline for Implementation Resources

Activity: 4Sight Assessment

Description: 4Sight is given 4 times a year. We have data team established who review the data and report areas of strength and weakness to the classroom teachers.

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007 Finish: Ongoing	\$438,250.00
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Status: Not Started — Overdue

Activity: Professional Development

Description: Team planning meeting weekly; Department chair meetings monthly; and Curriculum Team meetings 5 times a year

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Effectively Implement and Integrate Technology

Description: Professional Development; Data Driven Decision Making; Technology Coordinator; Wireless campus; Unitedstreaming; On-line classes; distant learning.

Activity: Administrative support

Description:

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Professional Development

Description:

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Technology Coordinator

Description:

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Video Streaming

Description: Lessons will include clips of video streaming to enhance the lesson.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement a High Performance System

Description: K to 12 Orientation; Student Support Services; Career Education and Work; Culminating project; Data Driven Decision Making; Differentiated Instruction; Flexible Schedule; Cabling Infrastructure; Network equipment; Reading in all content areas; Inclusion.

Activity: Data driven decision making

Description: 4Sight Assessment; instruction meets the needs of the student.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Technology integration

Description: The district has currently employed a technology integration specialist that reports to the technology director. This individual works with teachers one on one and in training sessions to help them better use technology in their classrooms. One of the largest areas of work for this individual are the districts Promethian Boards. Many of our teachers have them and are getting them. With collaboration between the tech integrator and tech director installation and training is completed in a timely manner

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 11/19/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement Research Based Intervention Models

Description: Study Island; Apangea; Keys 2Work; Supplemental Intervention

Activity: Supplemental intervention

Description: Study Island; Apangea

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Revise Local Assessment System

Description: Use 4Sight Assessments to differentiate in the classroom to meet the needs of students.
PVAAS

Activity: Assessments

Description: 4Sight Assessment given 5 times per year.

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Curriculum Review

Description: Curriculum Council; Data teams; Department Chairs; Independent Studies

Activity: Team meetings

Description: Curriculum team meetings every other month to align the curriculum from K to 12.

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Reading First Initiative

Description: 90 minutes of uninterrupted reading; Data driven decision making using Benchmark assessments and DIBELS; Professional Development

Activity: 90 Minutes Uninterrupted Block of Time K to 3

Description: 90 Uninterrupted Reading Block K to 3

Person Responsible Timeline for Implementation Resources

Mancini, Linda Start: 1/1/2007 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Research Based Learning

Description: SFA

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	\$86,166.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Science

Description: Students will meet the defined state performance targets on the PSSA science assessment.

Strategy: Technology integration

Description: Hands-On -Science; Project Based Learning; wireless campus; Professional Development; Technology Coordinator; Interactive Classroom

Activity: Hands-on Science

Description:

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Professional Development

Description:

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Video Streaming

Description: Teachers will use United Streaming and other internet sites to enhance the science lesson.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: STUDENT ATTENDANCE

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Engaging Curriculum

Description: Project Based Learning; Technology Infused Lessons

Activity: Interactive classroom

Description: Project Based Learning will take place in all areas.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Technology Infused Lessons

Description:

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Health and Wellness Concerns

Description: Fitness Program; Health and Wellness Council

Activity: Health and Wellness Council

Description: The council will provide healthy choice awareness

Person Responsible Timeline for Implementation Resources

Mancini, Linda	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Upgrade all servers, wiring, and switches

Description: District has upgraded all servers, wiring, and switches so that technology will be uninterrupted during instruction. The district hired a Director of Technology and a Technology Integrator for classroom teacher support.

Strategy: Technology integration

Description: We have upgrading our entire district, purchased a large number of Promethean Boards and hired an Intergrated Technology Specialist K-12 to provide the teachers with the training needed to integrate technology into their lessons. This position will also support them in the classroom when they want to incorporate technology into a lesson. This will help build the teachers' confidence with using technology.

Activity: upgrade

Description: District will receive new servers, wiring and switches. The district technology director manages the technology budget and has the district on a 3 year refresh cycle for all staff, teacher, and students computers. Every 4 years the technology director will evaluate networking equipment and servers. This equipment is replaced as needed. The majority of these costs for upgrading equipment come from the technology budget(\$100,000/year) The district currently leases to own much of its equipment, 120 PC's were purchased summer '08 and the district will pay \$32,000 for its year 3 payment. In summer '07 the district refreshed and rebuilt much of its network. They began a lease for the purchase of Cisco switches and firewall, they are on the 3rd year of payments of \$45,000

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	\$400,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Budget

Potential Budget for a NEW plan report that will span 7/1/2010 to 6/30/2013

Funding Source	2010-2011	2011-2012	2012-2013	Total
010 - ADMINISTRATIVE BUDGET	\$600,000.00	\$500,000.00	\$0.00	\$1,100,000.00
212 - PA Accountability Grants	\$107,000.00	\$40,000.00	\$0.00	\$147,000.00
Grand Total	\$707,000.00	\$540,000.00	\$0.00	\$1,247,000.00

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Graduate rate will meet an 80% threshold and/or show growth.

Implement a High Performance System	2010-2011	2011-2012	2012-2013	Total	Funding Source
Upgrade infrastructure	\$100,000.00	\$0.00	\$0.00	\$100,000.00	010 - ADMINISTRATIVE BUDGET
Upgrade infrastructure	\$57,000.00	\$0.00	\$0.00	\$57,000.00	212 - PA Accountability Grants
Subtotal	\$157,000.00	\$0.00	\$0.00	\$157,000.00	

Goal: Increase Network Bandwidth and Internet Connectivity

Provide the infrastructure for the optimal use of technology for collaboration and integration.

CASD Infrastructure and KITS Regional Area Network	2010-2011	2011-2012	2012-2013	Total	Funding Source
Cabling Infrastructure	\$100,000.00	\$100,000.00	\$0.00	\$200,000.00	010 - ADMINISTRATIVE BUDGET
Network Equipment	\$100,000.00	\$100,000.00	\$0.00	\$200,000.00	010 -

Wireless Campus	\$100,000.00	\$100,000.00	\$0.00	\$200,000.00	ADMINISTRATIVE BUDGET 010 - ADMINISTRATIVE BUDGET
Subtotal	\$300,000.00	\$300,000.00	\$0.00	\$600,000.00	

Goal: MATHEMATICS

At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Curriculum Alignment	2010-2011	2011-2012	2012-2013	Total	Funding Source
4Sight Assessment	\$100,000.00	\$100,000.00	\$0.00	\$200,000.00	010 - ADMINISTRATIVE BUDGET
4Sight Assessment	\$50,000.00	\$40,000.00	\$0.00	\$90,000.00	212 - PA Accountability Grants
Subtotal	\$150,000.00	\$140,000.00	\$0.00	\$290,000.00	

Goal: Upgrade all servers, wiring, and switches

District has upgraded all servers, wiring, and switches so that technology will be uninterrupted during instruction. The district hired a Director of Technology and a Technology Integrator for classroom teacher support.

Technology integration	2010-2011	2011-2012	2012-2013	Total	Funding Source
upgrade	\$100,000.00	\$100,000.00	\$0.00	\$200,000.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$100,000.00	\$100,000.00	\$0.00	\$200,000.00	
Grand Total	\$707,000.00	\$540,000.00	\$0.00	\$1,247,000.00	

Staff Development

Our staff development program consists of five, teacher Act 80 days and six, one hour, after school training that teachers are required to attend. The training is determined by teacher needs and what is required by the State. California Area School District is using Power School which is a web based teacher grade book, lesson plan creator, it records homework assignments, and it is real time communication with parents via the Internet. We also utilize a website that can be accessed by teachers from home. The site contains specific teacher sections in which teachers can upload homework and post announcements

All employees are required to be proficient or advanced with using:

- Using Instructional Software
- Integration of Technology into instruction
- Using Streaming videos
- Using Internet Source Engines
- Using Internet Safety Programs

- All components of Microsoft Office
- Using all Power School components
- Using email and Attachments
- Printing
- Using the district website to share information

The Technology Team will continue to search and find fast and efficient ways to train our teachers on the latest technological tools available. California Area School District realizes that technology is not an end in itself, but merely the means of bringing vast resources to the school system. Technology seems to motivate not only our students but also our entire staff. It has given them another valuable tool and has put them into a position of being learners again.

With the hire of a Technology Integration Specialist one on one training can be provided to teachers for all of the technologies they use within the district

According to the PDE Technology Plan and the Deputy Education Secretary for Information and Educational Technology, Michael Golden, without the implementation of procedures and guidelines for support staff, it would be impossible to coordinate actions and improve the quality and timelines of service, and the modernization of our technology infrastructure. It would be impossible to implement the comprehensive state technology system with voice, video, and data capabilities and to ensure equitable access by all. Technology is most effective when it is an integral component of the learning environment, used as a tool for active construction and demonstration of knowledge and skills. Technology should promote higher levels of critical and creative thinking and problem solving. Technology will also accommodate individual learning styles of all students with drill and practice of information minimized. Instruction needs to be based on problem-solving and higher order thinking skills rather than rote memorization. In addition to restructuring the instructional delivery, student workstations need to be in classrooms and other strategic locations where students and teachers have easy access throughout the school environment. Effective use of and improved access to technology are critical factors in the rapid expansion of knowledge today. The ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. When learning incorporates these technologies, coupled with teaching strategies that accommodate a variety of learning styles, the results can be exciting and powerful. Technology will enable schools, teachers, parents, and citizens to 'learn how to learn' on a life-long basis.

Monitoring

To effectively monitor and evaluate the implementation of the California Area School District's Technology Plan, data must be collected and reported to appropriate governing agencies. Each member of the district's technology team will be responsible for facilitating the implementation and monitoring of one or more of the eight components of the Technology Plan. A variety of instruments to evaluate various aspects of technology will be used. Data resulting from evaluation will assist in determining the success of California Area School District's Technology Plan implementation. All technology team members will report to the Technology Administrator/Coordinator who will then report to the Board of Education public meetings. As with all endeavors, evaluation must occur and continually be reflecting research, utilization of technology, and its impact on the educational environment.

California Area School District has created or utilized a variety of methods to evaluate various aspects of technology utilization. These include:

- Teacher technology competencies survey which is completed by every teacher and collected by the Technology Administrator/Coordinator.

- Student technology competencies survey is given by teachers to selected classes in various grades from 1st through 12th. They are also given to the Technology Administrator/Coordinator.
- Participant evaluation of each staff development offering. The number of participants and evaluations are collected by the Technology Administrator/Coordinator.
- Monthly status reports are given to the Board of Education at their public meeting by the Technology Administrator/Coordinator.
- Fixed assets report that assist with inventory tracking and evaluation.
- Teachers take an annual inventory of technology software and send it to the Technology Administrator/Coordinator. The Technology Administrator/Coordinator has an up-to-date inventory of all network computers and software installed, all the hardware and infrastructure maintenance and repair.
- Administrators and staff can request or report a problem to the Technology Administrator/Coordinator and problems can normally be addressed the same day. A intranet based workorder system is used and can be accessed via the district webpage
- Unforeseen emergencies would be addressed by the Technology Administrator/Coordinator.

Evaluation

The purpose of evaluating the technology plan initiatives is to provide data to assure that resources are being used to accomplish its goals. Hard data, provides information such as the number of participants in professional development classes and the number of computers per classroom. Anecdotal data, on the other hand, allows educators to illustrate how technology-infused instructional practices are improving student learning by affecting student attitudes, self-confidence, and motivation.

Data monitoring and analysis provides information for revision and updating of the plan that is also a step in the continuous quality improvement process and assets in the overcoming of unforeseen obstacles. This data can be used for decision-making purposes at the school site, including district-wide summaries and school-site summaries.

New monitoring software for school website has enabled administrators to see active areas of the site and design a more student/parent friendly site.

New internet content filter provides detailed report on internet usage and sites viewed to help assess www as a teaching tool

United Streaming provides weekly reports to monitor use and increase knowledge of areas that need additional attention

Data collection instruments utilized will include:

- Technology Plan Evaluation Rubric
- Student Surveys
- Staff Surveys
- Parent Surveys
- Student Local Assessments
- Staff Development Tracking
- Monitoring of parent/student use of Power School
- Transition Survey
- PATI Technology Survey

All surveys will be collected by the Technology Administrator/Coordinator, summarized and reported to the Board of Education at their public monthly meeting.

Teacher evaluation instruments will reflect the infusion and utilization of technology into instructional and teaching strategies. Principals will monitor and evaluate efforts in keeping with the initiatives on course and aligned with national, state, and local school improvement and technology goals. This will ensure an effective and efficient utilization of public funds.